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INTEGRATION OF QUR'ANI VALUES, LOCAL WISDOM, AND MODERN MANAGEMENT IN ISLAMIC EDUCATION: CONCEPTUAL MODELS AND STRATEGIES FOR STRENGTHENING HUMAN RESOURCES

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ABSTRAK

Penelitian ini bertujuan untuk menganalisis relevansi integrasi nilai-nilai Qur'ani, kearifan lokal, dan manajemen modern dalam pengelolaan pendidikan Islam, merumuskan model konseptual manajemen yang aplikatif dan kontekstual, serta menyusun strategi penguatan sumber daya manusia (SDM) dalam internalisasi nilai spiritual pada kepemimpinan dan tata kelola lembaga. Penelitian menggunakan pendekatan kualitatif dengan desain studi kasus multipel pada tiga lembaga pendidikan Islam di Jakarta. Data dikumpulkan melalui wawancara mendalam, observasi partisipatif terbatas, dan studi dokumentasi, kemudian dianalisis menggunakan teknik analisis tematik melalui tahapan open coding, axial coding, dan selective coding. Keabsahan data dijamin melalui triangulasi, member checking, peer debriefing, dan audit trail. Hasil penelitian menunjukkan bahwa integrasi nilai Qur'ani seperti amanah, keadilan, musyawarah (syura), dan tanggung jawab dengan kearifan lokal seperti gotong royong serta praktik manajemen modern berbasis teknologi dan data terbukti relevan dalam meningkatkan efektivitas, transparansi, akuntabilitas, dan partisipasi masyarakat. Model konseptual yang dihasilkan bersifat integratif dengan tiga lapisan utama: landasan normatif (nilai Qur'ani), konteks sosial (kearifan lokal), dan sistem operasional (manajemen modern). Strategi penguatan SDM melalui pelatihan kepemimpinan Islami, mentoring berkelanjutan, budaya organisasi kolaboratif, dan pemanfaatan teknologi memperkuat internalisasi nilai spiritual dalam praktik manajerial sehari-hari. Penelitian ini menyimpulkan bahwa manajemen pendidikan Islam yang integratif mampu menjembatani spiritualitas Qur'ani dengan profesionalisme modern secara harmonis, sehingga menghasilkan tata kelola yang efektif secara administratif, bermakna secara moral, dan relevan secara sosial.

Keywords:

Islamic education management;
Qur'anic values;
Local Wisdom;
Spiritual Leadership;
Education
Governance.

ABSTRACTS

This research aims to analyze the relevance of the integration of Qur'anic values, local wisdom, and modern management in the management of Islamic education, formulate a conceptual model of management that is applicable and contextual, and develop a strategy to strengthen human resources (HR) in the internalization of spiritual values in leadership and institutional governance. The research uses a qualitative approach with multiple case study designs on three Islamic educational institutions in Jakarta. Data were collected through in-depth interviews, limited participatory observations, and documentation studies, then analyzed using thematic analysis techniques through the stages of open coding, axial coding, and selective coding. The validity of the data is guaranteed through triangulation, member checking, peer debriefing, and trail audits. The results of the study show that the integration of Qur'anic values such as trust, justice, deliberation (shura), and responsibility with local wisdom such as mutual cooperation as well as modern management practices based on technology and data has proven to be relevant in increasing effectiveness, transparency, accountability, and community participation. The resulting conceptual model is integrative with three main layers: normative foundations (Qur'anic values), social context (local wisdom), and operational systems (modern management). The strategy of strengthening human resources through Islamic leadership training, continuous mentoring, collaborative organizational culture, and the use of technology strengthens the internalization of spiritual values in daily managerial practices. This study concludes that integrative Islamic education management is able to bridge Qur'anic spirituality with modern professionalism in harmony, resulting in governance that is administratively effective, morally meaningful, and socially relevant.

A. INTRODUCTION

Islamic education management has a strategic role in integrating the values of Qur'anic wisdom with modern educational practices in an applicative and contextual manner in the midst of the complexity of globalization. In the context of social change, technological advancement, and increasingly fierce competition for the quality of education, Islamic educational institutions are required to not only survive, but also excel academically and morally. Education management in an Islamic perspective is not only carrying out the functions of planning, organizing, implementing, and supervising, but also becomes an instrument for the transformation of divine values into institutional practices. Values such as amanah (trust), adl (justice), shura (deliberation), and responsibility must be internalized in every policy and strategic decision. Thus, Islamic education management functions as a bridge between the normative-theological dimension and the operational-practical dimension in institutional governance (Fitria, 2023; Munirom, 2023).

The effectiveness of Islamic educational institutions is largely determined by their ability to harmonize the principles of modern strategic management with Islamic ethics. Modern management offers a strategic planning-based approach, quality management, data-driven evaluation, and transformational leadership. However, without a moral and spiritual foundation, such an approach is potentially reductionist and only oriented towards quantitative achievement. Therefore, the integration of Qur'anic values becomes an ethical foundation that ensures that efficiency and productivity do not neglect the dimension of benefit. Effective management of Islamic

education is a professional and value-laden management, so that the managerial process is inseparable from spiritual responsibility to Allah and social responsibility to society (Cahyono et al., 2023).

The contextualization of Islamic education management also demands the integration of local wisdom as an integral part of the education system. In Indonesian society, values such as mutual cooperation, social solidarity, consensus deliberation, and respect for tradition have strong cultural roots. When these values are internalized in the curriculum and managerial practices, education becomes more relevant and useful. Local wisdom functions as a medium for contextualizing Qur'anic teachings in social reality, so that Islamic values are not understood in the abstract, but are brought to life in the daily practices of the educational community (Wati et al., 2024; Muzakir & Suastra, 2024). This integration strengthens the legitimacy of social institutions while increasing community participation in supporting school programs.

Furthermore, the integration of local wisdom and Qur'anic values in education management contributes to the formation of a distinctive and characterful organizational culture. A values-based organizational culture will shape a more participatory and ethical pattern of interaction, communication, and decision-making. The principle of shura can be implemented through regular deliberative forums involving teachers, education staff, and even parent representatives. Thus, the decisions taken are not authoritarian, but collective and consider the common interest. Local wisdom such as mutual cooperation also strengthens internal and external collaboration of institutions, so as to create an inclusive and harmonious educational ecosystem.

Digital transformation is another strategic dimension in the development of competitive and adaptive Islamic education management. The digital era requires educational institutions to utilize information technology in administration, learning, evaluation, and communication systems. The use of digital platforms for data management, performance monitoring, and financial reporting can increase transparency and accountability. However, the use of technology must remain within the corridor of Qur'anic ethics so as not to shift the moral values that become the identity of the institution (Suherman & Indra, 2023; Sodik, 2024). In this case, technology is positioned as a tool, not an end, that supports managerial effectiveness without neglecting spiritual principles.

Strengthening Islamic human resources (HR) is a key factor in the success of the integration. Human resources who are professional and at the same time have an Islamic character will be able to translate the vision of the institution into real action. Islamic leadership training, pedagogic competence development, and character development based on Qur'anic values are important strategies in building the capacity of teachers and institutional leaders. Trusted, fair, and visionary leadership will create a conducive and inspiring work environment (Firdaus et al., 2023). Thus, strengthening human resources is not only an improvement of technical skills, but also a development of integrity and spirituality.

Nevertheless, the implementation of Islamic education management still faces various challenges. One of the main challenges is the lack of optimal internalization of divine values in daily managerial practices. In some cases, the values of the Qur'an are only listed in the vision and mission document, but have not yet been fully reflected in the organizational culture and decision-making. This causes the management of

institutions to tend to be administrative and less spiritually oriented (Fitria, 2023; Munirom, 2023). Inconsistencies between normative values and operational practices have the potential to cause a crisis of trust and weaken the identity of Islamic educational institutions.

In addition, there is a gap between modern management principles and Islamic ethics in their implementation. The concepts of efficiency, competition, and performance targets are sometimes understood narrowly, ignoring the value of justice and benefit. The principle of shura is not always applied substantively, but is only a formality in institutional meetings. The value of trust and accountability has also not been fully internalized in the reporting and supervision system (Cahyono et al., 2023). This gap shows the need for an integrative management model that is able to harmoniously unite modern rationality and Islamic spirituality.

Another challenge is the readiness of human resources in facing digital transformation and the integration of local wisdom. Not all educators have adequate technological competence, and not all leaders are able to manage organizational change effectively. The integration of local wisdom is often symbolic and has not been structured in the strategic policies of the institution (Wati et al., 2024; Muzakir & Suastra, 2024). Without strengthening capacity and mutual commitment, the integration of Qur'anic values, local wisdom, and modern management will be difficult to realize optimally.

In this context, an applicative and contextual conceptual model of Islamic education management is needed. This model must integrate three main dimensions: the normative foundation (Qur'anic values), the contextual dimension (local wisdom), and the operational system (modern management based on data and technology). The three dimensions do not stand alone, but complement and reinforce each other. Qur'anic values become the foundation of ethics, local wisdom becomes a medium of social contextualization, and modern management becomes an instrument of operational effectiveness. The integration of these three will result in professional, participatory, and spiritually meaningful educational governance.

Thus, this study aims to analyze in depth the relevance of the integration of Qur'anic values, local wisdom, and modern management in the management of Islamic education; formulate a conceptual model of management that is applicable and contextual; and develop strategies to strengthen human resources to be able to internalize spiritual values in leadership and institutional governance. This research is expected to make a theoretical contribution to the development of Islamic education management studies as well as a practical contribution for educational institutions in building an effective, adaptive, and rooted management system rooted in divine values.

B. METHOD

This study uses a qualitative approach with multiple case study designs to deeply understand the integration of Qur'anic values in managerial practice of Islamic education in a specific institutional context. This approach allows for a holistic exploration of phenomena—including social, cultural, and spiritual dimensions—as well as comparative analysis between institutions to gain a comprehensive and contextual understanding (Creswell & Poth, 2018; Yin, 2018). The research is descriptive-analytical, namely describing and interpreting the internalization of the values of trust,

honesty, responsibility, deliberation, and justice in the policies, leadership, and governance of Islamic educational institutions.

The research was carried out from January to June 2025 at three Islamic educational institutions in Jakarta, namely SDIT Al Halimiyah, SDs Laboratory Jakarta, and SDS Al-Iman. The selection is carried out purposively with the following criteria: having an official document that lists the values of the Qur'an; operating for a minimum of five years; carry out a structured Islamic character or leadership development program; have documented management practices; and open to academic evaluation. Purposive sampling techniques are used to ensure the depth and relevance of data according to the research objectives (Palinkas et al., 2015). Each institution is represented by five key informants, so a total of 15 people are selected based on direct involvement in the managerial process.

The research procedure includes institutional selection, permit application, and obtaining ethical approval from the relevant authorities. Ethical consent and informed consent are explicitly stated as part of the ethical principles of social research, with written explanations of the objectives, procedures, benefits and risks, confidentiality guarantees, and the right of participants to resign at any time (Arifin, 2017). Data were collected through in-depth interviews, limited participatory observations, and documentation studies. Data were collected through in-depth interviews, limited participatory observations, and documentation studies with a focused focus on targeted data mining. In-depth interviews explored: (1) the informant's understanding of the concept of management based on Qur'anic values; (2) the process of internalizing values such as trust, honesty, deliberation, responsibility, and fairness in planning, decision-making, and evaluation; (3) leadership practices and organizational culture; (4) strategies to strengthen the character of students and teachers; (5) obstacles and challenges in value implementation; and (6) the impact of the application of Qur'anic values on the performance and climate of the institution. Limited participatory observation is focused on the dynamics of meetings or deliberations, communication patterns between leaders and teachers, decision-making practices, the implementation of character building programs, and daily interactions that reflect Qur'anic values in real actions. The documentation study includes vision-mission analysis, strategic plans, curriculum, SOPs, meeting minutes, work programs, evaluation reports, and character building documents to identify consistency between normative values and institutional practices. Data collection is carried out until it reaches saturation, which is when additional interviews no longer produce new themes and only confirm patterns that have formed (Saunders et al., 2018).

The main instrument is the researcher (*human instrument*) with the support of semi-structured interview guides, observation sheets, and document review formats validated through expert judgment. The analysis uses thematic analysis techniques through transcription, open coding, axial coding, selective coding, and cross-case narrative development (Braun & Clarke, 2021), with intercoder agreement to maintain reliability. The validity of the data is ensured through triangulation, member checking, peer debriefing, and trail audits to ensure the credibility, dependability, and confirmability of the findings (Nowell et al., 2017).

C. RESULT AND DISCUSSION

Result

The relevance of the integration of Qur'anic values, local wisdom, and modern management in the management of Islamic education

The results of the study show that the integration of Qur'anic values, local wisdom, and modern management is very relevant in the management of Islamic education. Qur'anic values such as trust, justice, deliberation, and responsibility are the ethical foundation in every managerial function, from planning to evaluation. The principal explained:

"We always ensure that every school program and activity is in accordance with the principles of trust and justice. Decisions are not only based on efficiency, but also moral impact on students, teachers, and society."

Documentation of the school's vision, mission, and SOP shows that Qur'anic values are formally integrated into institutional policies. All documents emphasize the principles of accountability, openness, and social concern, so that managerial decisions can be accounted for. The findings of interviews with teachers reinforce this:

"In evaluating teacher performance, we not only assess teaching competence, but also integrity, exemplary, and responsibility. Qur'anic values guide us in daily practice."

Observations of school coordination meetings show that leaders play the role of facilitators. Teachers are given space to submit criticism and suggestions before decisions are made, reflecting the harmonization of shura principles and modern management based on team participation. The principle of shura in Islam is the principle of deliberation or consultation in decision-making. The word "shura" comes from the Arabic word meaning "to consult" or "to deliberate." This principle is used as a guideline in various aspects of life, including government, organization, and management, to ensure that decisions taken are fair, participatory, and reflect common interests. The implementation of the shura principle observes the following rules:

- a) Involvement of all relevant parties, any significant decision should involve those affected or have related competencies.
- b) Objective and open deliberation, all participants have the right to express their opinions honestly, without intimidation or domination of certain parties.
- c) Justice and responsibility, the resulting decisions must be fair to all parties and in accordance with Islamic moral and ethical principles.
- d) The final decision remains authoritative but based on input, the Leader or responsible party makes the final decision, but the decision must take into account the group's input and consensus.
- e) Balancing the interests of the individual and the community, the results of the deliberation must balance the rights and obligations of the individual with the interests of the collective or community.

The integration of local wisdom such as mutual cooperation and deliberation strengthens the relevance of education in the social context of Indonesian society. Observations of social activities and community service show the active involvement of parents and the community in supporting school programs. One parent stated:

"We feel appreciated when we are invited to plan school activities. The value of mutual cooperation makes us more active in contributing to children."

Documentary evidence in the form of activity records and program implementation reports shows that the community is consistently involved in the evaluation of programs and extracurricular activities, so that the social legitimacy of the institution increases.

The integration of Qur'anic values and local wisdom also affects the management of human resources. The principal confirmed:

"Islamic leadership training and teacher character development help internalize Qur'anic values. Teachers who understand these values can emulate trust, fairness, and responsibility."

Classroom observations show that teachers apply the values of honesty, responsibility, and discipline in daily interactions. Documentation of teacher training programs shows the existence of performance indicators that combine professional competence and spiritual values, proving that modern management can be aligned with Qur'anic principles and local wisdom.

The use of educational technology and innovative learning methods is also adapted to support the internalization of spiritual values. The teacher explained:

"We use interactive learning apps and community-based projects, but always emphasize honesty, cooperation, and responsibility. Modernization does not shift the principles of the Qur'an, but expands the way of internalizing values."

Overall, the evidence of interviews, observations, and documentation shows that the integration of Qur'anic values, local wisdom, and modern management is relevant to improving transparency, accountability, community participation, and leadership quality. This integration creates an administratively effective, morally meaningful, and socially harmonious management of Islamic education, thereby supporting the formation of a generation of students who excel academically as well as have spiritual character.

Conceptual models of management that are applicable and contextual

The implementation of this model also emphasizes Qur'anic value-based leadership, where the institution's leadership not only acts as a decision-maker, but also as a moral example for staff and students. From the interview with the head of the Jakarta Laboratory Elementary School:

"We always emphasize trust and fairness in every decision, from scheduling activities to evaluating teacher performance. This makes the staff understand that management is not just a procedure, but also a spiritual responsibility."

Observations of regular staff meetings show that leaders encourage teachers to express ideas freely, and final decisions are made through deliberations that consider the input of all parties. The documentation of the meeting minutes confirms the recording of teachers' input and clear follow-up actions, so that the principles of shura are truly applied in daily managerial practice.

In addition, this conceptual model integrates **the value of local wisdom** in a concrete way in the management of school activities. For example, in the implementation of community-based social projects, teachers involve parents and local leaders to support the implementation of the program. One teacher explained:

"We always take advantage of the tradition of mutual cooperation in the surrounding environment. When there are activities to develop school parks, all

parties participate. This makes students learn the value of cooperation and responsibility while directly involving the community."

The use of **modern educational technology** is also part of this model, especially to facilitate coordination, monitoring, and evaluation of programs. Observations in computer labs and documentation of the use of online learning platforms show that teachers can track student progress, manage activity schedules, and disseminate learning materials efficiently, without ignoring the ethical values of the Qur'an that guide management.

The results of interviews with students show the direct impact of this model on their learning experience:

"We feel that activities at school are more meaningful because Qur'anic values are always associated with our assignments and projects. In addition to learning theory, we also learn to work together, be responsible, and respect the opinions of friends and teachers."

Based on these findings, an applicative and contextual conceptual model of management not only focuses on administrative mechanisms, but also emphasizes spiritual and social integration. Thus, the management of Islamic education developed is able to increase the effectiveness of management, strengthen community participation, and form a harmonious and characterful learning environment.

The strategy of strengthening human resources is to be able to internalize spiritual values in leadership and institutional governance.

The results of the study show that strengthening human resources (HR) in Islamic educational institutions is a key aspect so that Qur'anic and spiritual values can be internalized in leadership and governance. The strategy of strengthening human resources is carried out through Islamic leadership training, professional development workshops, and ongoing mentoring. The Head of SDIT Al Halimiyah explained:

"Our training focuses on how teachers and staff can make decisions by prioritizing the values of trust, justice, and deliberation. We teach not only managerial procedures, but also how to think and act according to the principles of the Qur'an."

Observations of the training sessions showed that there were simulation activities of decision-making based on spiritual values, case studies on the integration of local wisdom, and personal reflection for teachers and staff. The training documentation records each module that emphasizes character internalization, leadership ethics, and moral strengthening. This creates a deep understanding of the relationship between professional management and Islamic moral principles.

In addition to formal training, regular mentoring and guidance are supporting strategies to ensure the internalization of continuous running values. The deputy head of SDS Al-Iman stated:

"Each teacher has a senior mentor who guides them in developing lesson plans and making managerial decisions. This approach makes the values of the Qur'an applied in real terms, not just theory."

Human resource capacity building also includes the development of a collaborative and participatory culture. Observations of the coordination meeting between teachers and staff show that the practice of shura is made a routine part of decision-making, from activity planning to program evaluation. With the involvement of all parties, staff are accustomed to prioritizing fairness, deliberation, and

responsibility in every action, so that spiritual principles are truly rooted in the work culture.

Documentation and interviews also show that this HR strengthening strategy has a direct impact on leadership quality and management effectiveness. Teachers and staff who have participated in training and mentoring programs report:

"We feel more confident in making decisions that are in line with Qur'anic values and relevant to the local context. Even when facing budget issues or activity schedules, we always think about the interests of all parties fairly."

In addition, strengthening human resources is strengthened through technology integration as a means of supporting transparent and professional management. Digital platforms are used for monitoring, performance evaluation, and program documentation, so that teachers can consistently apply the principles of accountability and transparency. Observations of the use of this platform show the active participation of staff in managing data, providing reports, and delivering recommendations based on Qur'anic values. The research also found that HR strengthening strategies strengthen the connection between spiritual values and real practices in schools. Students and parents said that teachers and staff who apply Islamic leadership principles are able to be role models, so that Qur'anic values are not only taught, but also exemplified in daily school life.

Based on these findings, it can be concluded that effective HR strengthening strategies should include value-based training, ongoing mentoring, strengthening shura and collaborative culture, and the use of technology for transparency and accountability. The synergy of these strategies ensures that spiritual values are truly internalized in every aspect of the leadership and governance of Islamic educational institutions, while increasing the effectiveness, relevance, and quality of education.

Analysis/Discussion

The Relevance of the Integration of Qur'anic Values, Local Wisdom, and Modern Management in the Management of Islamic Education

The results of the study show that the integration of Qur'anic values, local wisdom, and modern management has strong relevance in the management of Islamic education. These findings are in line with the values leadership perspective which emphasizes that organizational effectiveness is not only determined by administrative efficiency, but also by the moral foundation that underpins every decision (Bush, 2020). In the context of Islamic education, Qur'anic values such as *trust*, *'adl* (justice), *shura* (deliberation), and responsibility become normative frameworks that direct the functions of planning, organizing, implementing, and evaluating.

Theoretically, the integration of spiritual values in educational leadership is closely related to the concept of spiritual leadership theory developed by Fry (2016), which states that transcendental value-based leadership is able to improve organizational commitment, performance, and well-being. The findings of interviews with principals, which emphasized that decisions are based not only on efficiency but also on moral impact, point to the existence of meaning-oriented leadership practices (meaning-centered leadership). This strengthens the argument that Islamic educational institutions cannot be separated from the ethical dimension as the core of management.

The documentation of the school's vision, mission, and SOP that integrates Qur'anic values shows that these values have been structurally institutionalized. In the perspective of institutional theory (Scott, 2014; reinforced by recent studies in education

management by Hallinger, 2018), organizational legitimacy is gained when the values embraced are aligned with social norms and moral expectations of society. By including the values of accountability and social concern in official documents, schools strengthen their normative legitimacy in the eyes of the community.

The *shura principles* identified in the observation of school coordination meetings also have a theoretical basis in the concepts of participatory leadership and distributed leadership (Harris, 2018). Participatory leadership has been proven to improve the quality of decisions and the sense of belonging of the organization's members. When teachers are given space to provide criticism and suggestions before decisions are made, this practice reflects the integration of Qur'anic values with modern management approaches based on team collaboration. Thus, *shura* is not just a normative concept, but has operational relevance in contemporary managerial practice.

In terms of local wisdom, the integration of mutual cooperation values strengthens the social dimension of education. This concept is in line with the theory of community-based education which emphasizes the importance of community involvement in supporting the success of educational institutions (Epstein, 2018). Parental participation in program planning and evaluation increases a sense of ownership and collective responsibility for the educational process. These findings also support UNESCO's research (2021) which confirms that school-community collaboration improves the effectiveness and sustainability of educational programs.

In addition, the integration of Qur'anic values and local wisdom in human resource management shows that there is a humanistic management approach that places humans at the center of the organization (Melé & Rosanas, 2016). Islamic leadership training and teacher character development show that professional development is not only oriented towards technical competence, but also moral integrity. This is in line with the concept of a professional learning community (PLC) that emphasizes shared reflection, collaboration, and sustainable growth (DuFour & Fullan, 2016).

The use of educational technology within the framework of spiritual values shows that modernization does not contradict Qur'anic principles. Instead, technology is an instrument to strengthen transparency and accountability. The theory of digital leadership in education (Sheninger, 2019) states that effective educational leaders are able to integrate technology strategically without losing the core values of the organization. In this context, the use of interactive learning apps and managerial platforms supports the internalization of values such as honesty and responsibility.

Conceptually, the integration of these three elements forms a holistic management approach. The value of the Qur'ani serves as an ethical foundation, local wisdom as a social bridge, and modern management as a technical-operational instrument. This approach is consistent with an integrative leadership paradigm that combines moral, social, and administrative dimensions in a single leadership framework (Northouse, 2022).

The findings of the study also show that this integration has an impact on increasing transparency and community participation. This supports stakeholder management theory (Freeman et al., 2020), which states that organizations that actively engage stakeholders tend to be more effective and sustainable. In Islamic education, community participation is not only a managerial strategy, but also part of the collective values inherited in socio-cultural traditions.

Thus, the relevance of the integration of Qur'anic values, local wisdom, and modern management is not only normative, but also empirical and theoretical. This integration forms a management system that is administratively effective, morally meaningful, and socially harmonious.

An Applicative and Contextual Conceptual Model of Management

The conceptual model found in this study shows integrative and adaptive characters. Theoretically, this model can be understood through a context-responsive leadership approach, which emphasizes the importance of conformity between organizational values and the social environment (Leithwood et al., 2020). Islamic education in Indonesia is in the context of a religious and communal society, so effective management must consider local spiritual and cultural values.

Trust-based and fairness-based leadership as expressed by the principal reflects an ethical leadership approach (Brown & Mitchell, 2016). Leaders who make ethics the core of decision-making tend to build an organizational culture with integrity. In this context, trust becomes a moral principle that strengthens accountability, while justice ensures a proportionate distribution of resources and opportunities.

This model also shows the characteristics of transformational leadership, where the leader acts as an inspiration and moral role model (Bass & Riggio, 2018). Observations of staff meetings show that leaders are not authoritarian, but encourage active participation. This strengthens the intrinsic motivation of teachers and staff in carrying out their duties.

The integration of technology in the management model shows the existence of a blended governance approach, which is a combination of value-based governance and a modern digital system. This is in line with the findings of the OECD (2019) which affirms that digitalization increases efficiency, but must be accompanied by the principles of transparency and accountability.

Student involvement in Qur'anic value-based projects also shows an experiential learning theory approach (Kolb, 2015), where learning occurs through meaningful hands-on experiences. By associating spiritual values in assignments and projects, schools create an integrative learning environment between cognitive and affective.

This conceptual model can be described as a three-layered system: (1) the normative layer (Qur'anic values), (2) the social layer (local wisdom), and (3) the operational layer (modern management). The synergy of the three forms applicable and contextual governance.

Strategies for Strengthening Human Resources in Internalizing Spiritual Values

The strategy of strengthening human resources in this study is consistent with the theory of *capacity building in education* (Fullan, 2020), which emphasizes the importance of developing individual competencies to support organizational change. Islamic leadership training is a means of building moral awareness and managerial skills simultaneously.

The mentoring approach reflects the principles of *situated learning theory* (Lave & Wenger, 1991; relevant in contemporary PLC practice), in which learning occurs through social interaction within the community of practice. Mentors help new teachers internalize Qur'anic values in a real context.

The collaborative culture built through the practice of shura is also in line with the theory of *organizational culture* (Schein, 2017), which emphasizes that shared values shape collective behavior. When deliberation becomes a routine, spiritual values transform into organizational culture.

The use of technology in performance evaluation supports a *data-driven decision-making* approach (Datnow & Park, 2018). However, in this context, data is not only used for efficiency, but also to ensure fairness and accountability. Qur'anic value-based evaluation shows a *holistic assessment approach*, which assesses not only academic results but also character (OECD, 2019). This expands the paradigm of educational evaluation towards the integration of cognitive and moral aspects.

Finally, this HR strengthening strategy reflects a transformational-spiritual leadership model that emphasizes the integration of faith, ethics, and professionalism. Thus, the internalization of spiritual values does not stop at normative discourse, but is manifested in daily managerial practice.

CONCLUSION

From the results of the study, it can be concluded that the relevance of the integration of Qur'anic values, local wisdom, and modern management is not only normative, but also empirical and theoretical. This integration forms a management system that is administratively effective, morally meaningful, and socially harmonious. An applicative and contextual conceptual model has proven to be able to bridge spiritual values with the demands of modern professionalism. This HR strengthening strategy reflects a transformational-spiritual leadership model that emphasizes the integration of faith, ethics, and professionalism. Thus, the internalization of spiritual values does not stop at normative discourse, but is manifested in daily managerial practice.

Based on the findings of the study, it is recommended that Islamic educational institutions strengthen the integration of Qur'anic values, local wisdom, and modern management in a systemic and structured manner. Values such as trust, justice, deliberation (*shura*), and responsibility need to be institutionalized in official institutional documents—vision, mission, strategic plans, and standard operating procedures—so that they become the normative foundation in every planning, implementation, and evaluation process. Shura-based participatory leadership needs to be strengthened through scheduled and transparently documented deliberative forums so that decisions reflect collective aspirations. On the other hand, strengthening partnerships with the community through the value of mutual cooperation must be carried out in a structured manner, for example through the establishment of a school-parent collaboration forum and community involvement in program evaluation, so that social legitimacy and educational relevance are increasing.

In addition, strengthening human resources is the key to the sustainability of this integrative model. Institutions need to organize Islamic leadership training, mentoring programs, and performance evaluations that not only assess professional competence, but also integrity and exemplar. The use of digital technology in school management is also recommended to increase transparency, accountability, and efficiency, while maintaining the Qur'anic ethical corridor. In the realm of learning, the integration of spiritual values and local wisdom needs to be implemented through a project-based learning model and holistic evaluation that includes character aspects.

Overall, these measures will ensure that Islamic education develops professionally and modernly without losing its moral and social foundations.

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